

COMPLETE SUBJECT & COMPLETE PREDICATE

One skill, start to finish: the IEP goal, six probe forms, the graph. Untimed. Fillable PDF.

Complete Subject and Complete Predicate Identification – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Unlimited score is subject and predicate answers correct out of 10.

Ten sentences per form, same fixed order every form, five structures from plain to one with an added adjective, two adjectives, or a location phrase. Odd items ask for the complete subject, even items ask for the complete predicate, so a miss names which one is not yet caught.

Sample goal — invented; edit every bracket to fit the student

By [annual review date], when given 10 sentences each split into two lettered parts, [Student] will write the letter of the complete subject or the complete predicate, whichever the item asks for, correctly for [8 of 10] sentences on [7] consecutive weekly probes, as measured by teacher-scored subject and predicate identification probes.

BY (DATE) CRITERION (SCORE OUT OF 10, OR PERCENT)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT) ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE) AS MEASURED BY (THIS PROBE: SUBJECT AND PREDICATE IDENTIFICATION, FORMS A-F, PAGE 8-13)

Baseline: give Forms A, B and C on three days and take the middle score

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Dividing and scoring the probe

☐ Say: "Read the sentence. The badge names subject or predicate. Write A or B in the box."

☐ Correct: the letter next to the part the badge names, not the other one.

☐ Five subject items and five predicate items every form, same order, so a miss names which to reread.

☐ Unlimited: Let the student finish all ten.

Complete Subject and Complete Predicate Identification – Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision, not a feeling; change the teaching and write what changed in the notes.

STUDENT CRITERION / AIM GOAL DATE

CORRECT OUT OF 10 - DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

WEEK	1	2	3	4	5	6	7	8	9	10	11	12

W	DATE	FORM	CORRECT	ERRORS	SCORE USED ON GRAPH	NOTES (CONDITIONS, WHAT WAS RETEACHED)

Complete Subject and Complete Predicate Identification – Caseload Summary

Every student on this goal, on one grid. Twelve rows, eight probes, one decision column.

TEACHER / CASE MANAGER SKILL (AS THE GOAL WORDS IT) MARKING PERIOD

STUDENT	BASLINE	CRITERION	P1	P2	P3	P4	P5	P6	P7	P8	TREND	DECISION THIS MONTH

How to fill it

☐ One row per student who has a goal on this skill.

☐ Grouping: When six students sit on the same goal, the individual graphs answer "how is this child doing?" and nothing answers "who needs the same fifteen minutes." Rows that are flat together are a group: a row that is flat alone is a different question. Take this page to the data meeting instead of ten Ed forms.

What it is for

☐ Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.

☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) sit under three in a row, so the teaching changed and the change is written on the row.

☐ The notes name the pattern, not just the count: "got every subject item right but picked the subject's own phrase again on several predicate items, as if the longer or more detailed part was always the answer" is what sent the teaching somewhere specific, and a score on its own would not have said that.

☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

EXAMPLE A Filled-In Data Log (Invented Student)

Mia is invented. Twelve weekly probes on subject and predicate identification, the aim line, the change that three low points forced, and the criterion being met.

The goal, as written for Mia, third grade (invented)

By May 20, when given 10 sentences each split into two lettered parts, Mia will write the letter of the complete subject or the complete predicate, whichever the item asks for, correctly for 8 of 10 sentences on 3 consecutive weekly probes, as measured by teacher-scored subject and predicate identification probes (forms A-F).

#	DATE	FORM	CORRECT	ERRORS	GRAPHED	NOTES
1	8/8	A	2	8	2	baseline
2	8/9	B	3	7	3	baseline
3	8/10	C	3	7	3	baseline (median of 2, 3, 3 = 3)
4	9/17	D	3	7	3	got every subject item right but picked the subject's own phrase again on several predicate items, as if the longer or more detailed part was always the answer
5	9/24	E	2	8	2	same pattern
6	10/1	F	3	7	3	2 under aim line: covered the subject half of the sentence with a finger and asked what was left
7	10/8	A	5	5	5	—
8	10/15	B	6	4	6	—
9	10/22	C	7	3	7	errors narrowing to one pattern
10	10/29	D	7	3	7	—
11	11/5	E	8	2	8	criterion met, 1 of 3
12	11/12	F	8	2	8	criterion met, 2 of 3

How to read the log

☐ Baseline was the median of three forms on three days: 2, 3, 3, so 3. Not the average, not the best.

☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) sit under three in a row, so the teaching changed and the change is written on the row.

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☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

PROGRESS MONITORING How This Pack Works

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

- Baseline:** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
- Write the goal** from the six-part frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- Probe once a week** with the forms in rotation (A, B, C, D, E, F, A, ...). Never the same form two weeks running. Every form is ten items, untimed. Score it against the answer key (pages 16-17).
- Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
- Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
- Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A, ...).

☐ Any day: give the probe one-to-one, untimed; ten items takes a few minutes.

☐ Same day: score it, log the row, plot the point, look at the last three points.

☐ Friday: if three points sit under the aim line, write the change you are making on the log.

Print and prep

☐ Print one copy per student per week: the student writes on the form and that same sheet is the one you score.

☐ The forms are student sheets with nothing on them but the problems. The answer key and the Correct ____ / 10 box for every form are on pages 16 and 17; score there, then log it.

☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.

☐ The caseload page is one grid for every student on this goal; print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmarked scores. The only scores are counted.

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one pool of 100 items. The only scores are counted.

Goal, baseline, weekly probe, graph, decision. Six steps, one skill.

A progress monitoring goal needs a thing to count and a page to count it on. This file is both, for one skill: a goal written in the probe's own words, 6 equivalent forms of the probe that measures it, and a graph scaled to it. Nothing has to be built or found.

- 1 **Baseline.** Give Forms A, B and C on three different days. The middle score of the three is the baseline; write it on the goal page.
- 2 **Write the goal** from the six-part frame on the goal page. Start from the sample and change every bracket: the date, the condition, the criterion, the number of probes.
- 3 **Probe once a week** with the forms in rotation (A, B, C, D, E, F, A...). Never the same form two weeks running. Every form is ten items, untimed. Score it against the answer key (pages 16–17).
- 4 **Log and plot** the score the same day. Draw the aim line first, from the baseline on the left to the criterion at the goal date on the right, then plot each week's dot.
- 5 **Decide from the graph.** Three dots in a row under the aim line: change the teaching this week and write the change on the log. Three in a row over it: raise the target.
- 6 **Report from the log.** The log gives the progress report its numbers: baseline, the last two scores, and what the errors keep landing on.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one, untimed; ten items takes a few minutes.
- ☐ Same day: score it, log the row, plot the point, look at the last three points.
- ☐ Friday: if three points sit under the aim line, write the change you are making on the log.

Print and prep

- ☐ Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
- ☐ The forms are student sheets with nothing on them but the problems. The answer key and the Correct ____ / 10 box for every form are on pages 16 and 17; score there, then log it.
- ☐ Keep the goal page and the graph page for each student at the front of the data folder; type into them or write on them.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

What this probe is not

It is not a norm-referenced test and it carries no benchmark score. The sample goal uses invented criteria in brackets; your team sets the real ones from the baseline and the student's IEP. Every form is untimed and ten items long, so a score of 8 means the same thing on every form, and a student is never scored on speed.

Equivalent forms, and why it matters

Every form has ten items drawn the same way, from one shuffle of the same bank, and no item appears on two forms — 60 different items across the six forms. A score on one form means the same as a score on another, so the line on the graph is the student, not the paper. Rotate the forms and the page cannot be memorized.

Complete Subject and Complete Predicate Identification – Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Untimed; score is subject and predicate answers correct out of 10.

Ten sentences per form, same fixed order every form, five structures from plain to one with an added adjective, two adjectives, or a location phrase. Odd items ask for the complete subject, even items ask for the complete predicate, so a miss names which one is not yet caught.

Sample goal — invented; edit every bracket to fit the student

By [annual review date], when given 10 sentences each split into two lettered parts, [Student] will write the letter of the complete subject or the complete predicate, whichever the item asks for, correctly for [8 of 10] sentences on [3] consecutive weekly probes, as measured by teacher-scored subject and predicate identification probes.

BY (DATE)

CRITERION (SCORE OUT OF 10, OR PERCENT)

GIVEN (CONDITION: WHAT IS SHOWN, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (THE BEHAVIOR, IN THE WORDS OF THE PROBE)

AS MEASURED BY (THIS PROBE: SUBJECT AND PREDICATE IDENTIFICATION, FORMS A–F, PAGE 6–11)

Baseline: give Forms A, B and C on three days and take the middle score

BASILINE PROBE 1	BASILINE PROBE 2	BASILINE PROBE 3	MEDIAN (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET SCORE	ACTUAL SCORE	MET?

Giving and scoring the probe

- ☐ Say: "Read the sentence. The badge names subject or predicate. Write A or B in the box."
- ☐ Correct: the letter next to the part the badge names, not the other one.
- ☐ Five subject items and five predicate items every form, same order, so a miss names which to reteach.
- ☐ Untimed. Let the student finish all ten.

Scoring rules for this student (accepted answers, reversals, supports allowed)

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

My name: _____

Date: _____



Read the sentence. Write A or B for the part the badge asks for.

READ EACH SENTENCE · THE BADGE NAMES SUBJECT OR PREDICATE · WRITE A OR B

1. The lantern creaked faintly.

SUBJECT? (A: Creaked faintly · B: The lantern)

2. The birdhouse dangled loosely.

PREDICATE? (A: Dangled loosely · B: The birdhouse)

3. The old lantern dimmed slowly.

SUBJECT? (A: The old lantern · B: Dimmed slowly)

4. The gentle owl stared intently.

PREDICATE? (A: The gentle owl · B: Stared intently)

5. The faded, soft rabbit froze silently.

SUBJECT? (A: The faded, soft rabbit · B: Froze silently)

6. The old, soft wagon tipped slowly.

PREDICATE? (A: The old, soft wagon · B: Tipped slowly)

7. The fox near the barn trotted swiftly.

SUBJECT? (A: The fox near the barn · B: Trotted swiftly)

8. The rabbit beneath the window froze silently.

PREDICATE? (A: The rabbit beneath the window · B: Froze silently)

9. The drum rattled sharply around the pond.

SUBJECT? (A: Rattled sharply around the pond · B: The drum)

10. The canoe tipped slightly inside the barn.

PREDICATE? (A: Tipped slightly inside the barn · B: The canoe)

My name: _____

Date: _____



Read the sentence. Write A or B for the part the badge asks for.

READ EACH SENTENCE · THE BADGE NAMES SUBJECT OR PREDICATE · WRITE A OR B

1. The rabbit nibbled quietly.

SUBJECT? (A: The rabbit · B: Nibbled quietly)

2. The wagon bounced roughly.

PREDICATE? (A: The wagon · B: Bounced roughly)

3. The narrow puppy trotted briskly.

SUBJECT? (A: The narrow puppy · B: Trotted briskly)

4. The quiet rabbit darted swiftly.

PREDICATE? (A: The quiet rabbit · B: Darted swiftly)

5. The faded, gentle canoe drifted slowly.

SUBJECT? (A: Drifted slowly · B: The faded, gentle canoe)

6. The narrow, worn birdhouse swayed gently.

PREDICATE? (A: Swayed gently · B: The narrow, worn birdhouse)

7. The canoe along the fence floated calmly.

SUBJECT? (A: Floated calmly · B: The canoe along the fence)

8. The canoe near the barn tipped slightly.

PREDICATE? (A: Tipped slightly · B: The canoe near the barn)

9. The canoe tipped slightly beside the shed.

SUBJECT? (A: The canoe · B: Tipped slightly beside the shed)

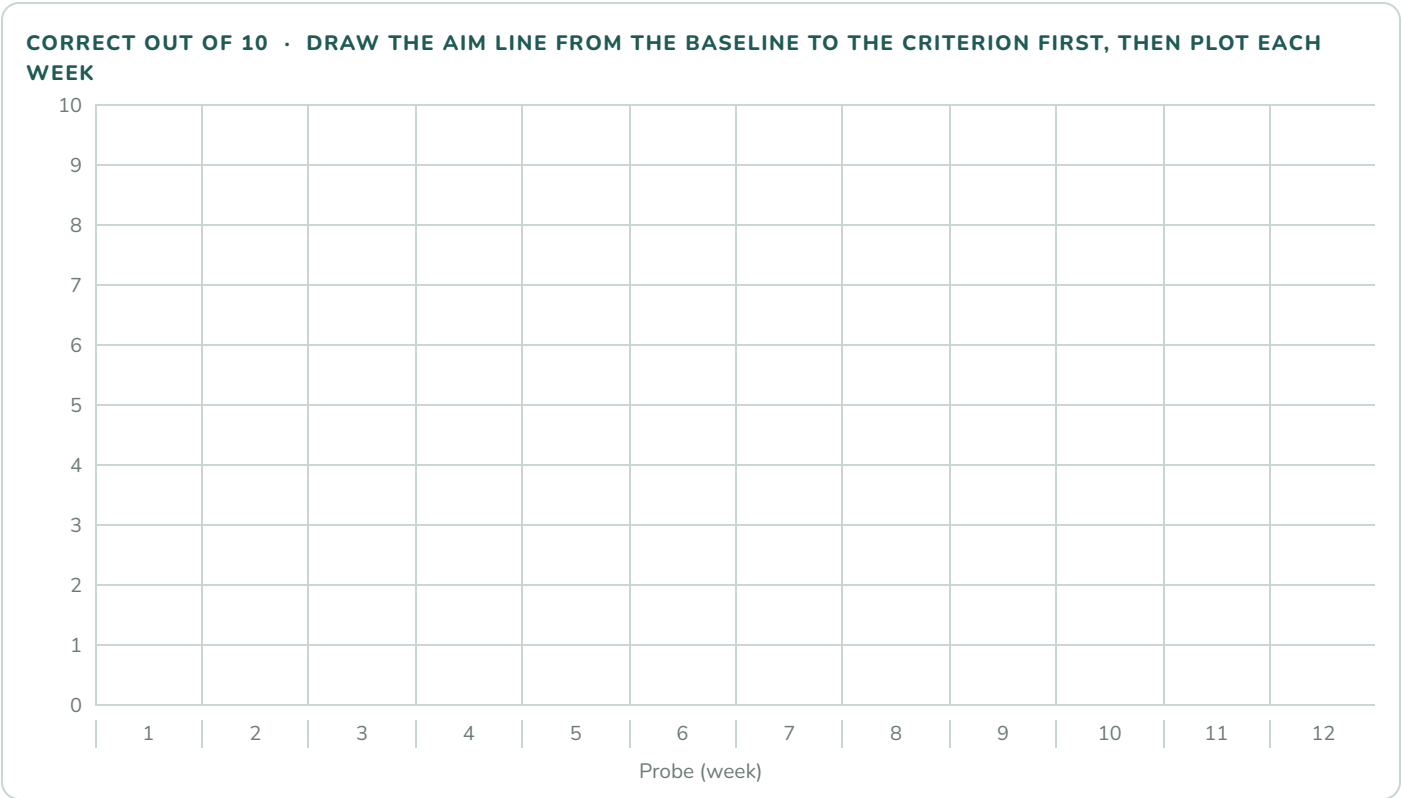
10. The kettle whistled loudly under the oak tree.

PREDICATE? (A: The kettle · B: Whistled loudly under the oak tree)

Complete Subject and Complete Predicate Identification – Data Log and Graph

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STUDENT	CRITERION / AIM	GOAL DATE
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EXAMPLE

A Filled-In Data Log (Invented Student)

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How to read the log

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- ☐ The aim line runs from 3 in week 1 to 8 at the goal date. Probes 4, 5 and 6 (3, 2, 3) sat under it: three in a row, so the teaching changed and the change is written on the row.
- ☐ The notes name the pattern, not just the count: “got every subject item right but picked the subject's own phrase again on several predicate items, as if the longer or more detailed part was always the answer” is what sent the teaching somewhere specific, and a score on its own would not have said that.
- ☐ Criterion met on probes 11 and 12; one more consecutive probe at 8 or better and the goal is met.

The progress report sentence this log produces

“On weekly subject and predicate identification probes (10 items, untimed), Mia scored 3 of 10 at baseline in September and 8 of 10 on each of the two most recent probes in November. Progress is sufficient to meet the goal of 8 of 10 on three consecutive probes by May.” Every number in it is on the log above; nothing is from memory.